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CLASSROOM BULLETIN

ON

SOCIAL STUDIES

Social Studies 3 Outline

This issue of the Classroom Bulletins on Social Studies has been prepared specially for teachers of Social Studies 3 and their classes. Copies of this bulletin may be obtained from the General Office, Department of Education, Edmonton at 10 cents per copy.



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## SOCIAL STUDIES 3

### Introduction

The use of the outline which follows is authorized beginning in September, 1950. This Bulletin follows, in the main, (1) the outline which has been in use by teachers and classes in Social Studies 3 and which appears in Bulletin II, Program of Studies for the High School, and (2) the notice concerning Social Studies 3 in the Supplement to the Program of Studies on page 39 of the 1950-51 Senior High School Regulations.

A reduction has been made with respect to a number of minor topics. Additional treatment of topics is included, mainly under "Supplement, Following Part III, Historical Developments, 1945-1950". The close similarity of the earlier parts of this outline and that in Bulletin II should ensure a minimum adjustment of classwork, even should this Bulletin be received by the teacher after the opening of school in September. Classes preparing for examination probably will find the outline given in this Bulletin a valuable guide for the year's work.

The emphasis of the course has been directed toward events which are more immediately contemporary than those of the period from 1919 to 1935. Teachers and students, in selecting reading material from the reference books, particularly the Primary References, are advised to include definitely in their reading program the chapters and parts of chapters which are very closely related to the section and sub-section headings which appear in this outline. The change in emphasis for the course should make the reading of other parts, especially of the early chapters in each book, less necessary and less advisable than formerly.

For the assistance of teachers and students, at the ends of parts for which material may be needed beyond that to be found in the Primary References, notes have been placed directing attention to (1) the Classroom Bulletins on Social Studies which have already included articles on specific topics related to the course, (2) the new Classroom Bulletins on Social Studies beginning with No. 25, and (3) specific page references in two of the recommended books.



## TEXTBOOKS AND REFERENCE BOOKS

Teachers will find it desirable to have their classes become familiar with the relevant sections of Modern History, by New and Trotter and of Contemporary Problems, by Bagnall and Norton (revised, 1946) which deal with the period from 1919 to 1946, under headings similar to those of the outline. Broader reading, on a basis of judicious selection, may well be encouraged.

### Primary References:

Bagnall; Contemporary Problems (revised, 1946, by Douglas Norton).

New and Trotter; Modern History.

Landman; New Outline History of the World Since 1914.

Chafe and Lower; Canada - A Nation.

Classroom Bulletins on Social Studies for the current school year, articles on topics related to sections below in previous Bulletins.

### General Reference List:

Anderson; Problems in Canadian Unity.

Arne; United Nations Primer.

Boak, Hyma, Slosson; The Growth of European Civilization.

Brown; Building the Canadian Nation.

Brown; Canadian Democracy in Action.

Burt; A Short History of Canada for Americans.

Clokier; Canadian Government and Politics.

Cutright, Carter, Sanchez; Latin America - Twenty Friendly Nations.

Everymans' United Nations.

Handbook of the UNO - United Nations Organization.

How Peoples Work Together - The United Nations and the Specialized Agencies.

Innis; North America in the Modern World.

Langsam; The World Since 1914 (1948 Edition).

Lattimore; China Yesterday and Today.

Long and Halter; Social Studies Skills.

Magruder; National Governments and International Relations.

Priestly and Betts; The Momentous Year, 1919-1945.

Simonds and Emeny; The Great Powers in World Politics.

Smith, Muzzey and Lloyd; World History.

Stewart and White; Our Neighbors Across the Pacific.

Strange; Canada, The Pacific and War.

Tschan, Grimm, Squires; The First and Second World Wars.

Today's Geography of the World.

Trotter; The British Empire-Commonwealth.

Williamson; The British Empire and Commonwealth.

The following are not available from the School-Book Branch. If any of them are in the school or classroom libraries their use is still authorized. In these books there is much useful and appropriate material on some of the themes of this course.

Benns; Europe Since 1914.

Buell et al; New Governments in Europe.

Gaythorn-Hardy; A Short History of International Affairs.

Gibbard; The League: Its Successes and Failures.

Gunther; Inside Europe.

Jackson and Lee; Problems of Modern Europe.

Hasluck; Foreign Affairs, 1919-1937.

McAuliffe; Modern Europe Explained.

Overstreet; Let Me Think.

Packard; The Nations Today.

Pickles; Europe.

Report of the Rowell Commission, Part I - Summary of the Report.

Report of the Rowell Commission, Part II - A Criticism of the Report.

Richards; Modern Europe, An Illustrated History, 1789-1939.

Scott; Canada Today.

## CURRENT EVENTS

Current events form a major part of the course and should be given a considerable amount of time, at least four to six periods a month. Students should know the leaders and events of real importance which are taking place. This study should lead to a knowledge of the problems which people are discussing and to a consideration of the solutions which are being suggested. Grade XII students should be expected to have more than an incidental knowledge of what is going on and should work for the background and reasoning which will help to understand today's world.

A study of maps to find the places named in the news and to provide an intelligent basis for their consideration should be a part of this work. Such place names should be associated with meaningful facts of human importance.

Reading of newspapers, periodicals and other sources of information is essential. Events which have to do with certain countries or topics might be integrated with the study of that country or topic in the course of study.

Current Events Reference:

World Affairs: 224 Bloor Street W., Toronto, Ontario (\$1.00 per year - monthly).

I. INTERNATIONAL RELATIONSHIPS

1. The Peace Settlements, 1919-1920; examination of the Treaty of Brest-Litovsk and of the Treaty of Versailles. Changes in the map of Europe as results of the War, 1914-1918.
2. The purpose and the constitution of the League of Nations. Major problems dealt with by the League. The refusal of many countries to accept the responsibilities which should have gone with League membership.
3. Comparison of the Peace Settlements of 1919-1920 with the Peace Settlements following World War II. Peace Conferences at London, Moscow, Paris and New York during 1945 and 1946 resulted in peace settlements between the Allies and the five former enemy powers of Italy, Finland, Hungary, Rumania and Bulgaria, signed in Paris in February 1947 and ratified in the following September.

Germany was occupied by the four powers, United Kingdom, United States, France and the U.S.S.R. Japan was occupied by the United States. Korea was divided and occupied by the United States and the U.S.S.R. The subsequent occupational policies of these powers and the resultant problems are of major importance to world peace. No formal peace treaties have yet been signed by Germany and Japan.

NOTE: The terms of the treaties and the occupation of Germany, Japan and Korea will be briefly surveyed in Classroom Bulletin on Social Studies, No. 25.

II. HISTORICAL DEVELOPMENTS, 1920-1945

IMPORTANT NOTE: - This unit may be regarded as a survey of the background of the world today, enabling the students to understand the basic causes of World War II. Events from 1920 to 1939 should be treated in general terms and those subsequent to 1939 with somewhat more detail. In the reference books, Contemporary Problems in particular, only the sections with headings similar to those below need be given examination and attention.



## A. THE AXIS POWERS

Brief resumé's covering the rise of Fascism in Italy, the Nationalist Socialist (Nazi) regime in Germany and Japanese Imperialism. Salient features of these governments. Their exaltation of the state and their denial of the worth of the individual. The aggressive policies of these nations.

## B. THE UNITED NATIONS OF WORLD WAR II

1. Great Britain.
  - (a) Economic problems after World War I.
  - (b) The rise of the Labor Party.
  - (c) The National Government administration after 1931.
  - (d) The policy of appeasement of the Axis nations.
  - (e) British democracy under the leadership of Winston Churchill.
  - (f) Britain's war effort.
2. The United States.
  - (a) How the Republican administration dealt with the problems of the depression and farm rehabilitation.
  - (b) The "New Deal" program of President Roosevelt.
  - (c) United States' foreign policy, 1930-1940; isolationism.
  - (d) American democracy in the world struggle against totalitarianism.
3. Union of Soviet Socialist Republics.
  - (a) The land and its people.
  - (b) The Lenin regime and the rise of Stalin.
  - (c) The five-year plans (definition only).
  - (d) The new Russian constitution (1936).
  - (e) Russia's part in the war.
4. France.
  - (a) Problems of reconstruction after World War I.
  - (b) The Popular Front government.
  - (c) Defeatism in France in the early part of World War II.
  - (d) Rebirth of French national spirit; Free French and underground movements during the period of German occupation.
5. China.
  - (a) The Chinese Nationalist party and its program.
  - (b) The regime of Chiang Kai-shek.
  - (c) War between China and Japan after 1937.

### III. A BRIEF ACCOUNT OF THE SECOND WORLD WAR.

NOTE: - This section of the course should not take more than one month.

#### A. GEOGRAPHICAL STUDY OF THE VARIOUS WAR THEATRES

Central Europe; Western Europe (Denmark, Norway, Holland, Belgium, France, Western Germany); the Mediterranean area (including North Africa, Italy); Russia and the Balkans; the Far East. (Outstanding place names only).

#### B. A GENERAL SURVEY OF THE WAR.

##### 1. The War's First Phase: September, 1939 - August, 1940.

1939 - Invasion of Poland by Germany. Declaration of war by Britain, France, Canada.

1940 - German invasion of Denmark and Norway. German advances to the west. Invasion of France. Dunkirk. Franco-German armistice, June 17, 1940.

##### 2. The War's Second Phase: Britain and the Commonwealth Stand Alone.

##### 3. The War's Third Phase: Losses on Every Front. Participation of Russia and the United States.

##### 4. The War's Fourth Phase: Growing Power of the United Nations.

##### 5. The War's Fifth Phase: Invasion of Europe.

Allied armies, including Canadian forces, landed in Normandy to begin the battle of France, D-day, June 6, 1944. The end of the war in Europe, May 8, 1945.

##### 6. The War's Sixth Phase: Defeat of Japan.

V-J Day, August 14, 1945.

Recommended for reference: Chapter XXXV, pages 476 to 502, Modern History, by New and Trotter.

C. CANADA'S PART IN THE WAR, 1939-1945.

1. The strength of Canada's armed forces.
2. The army's part in the war in the various theatres. Canadian forces for defence of Britain and to prepare for invasion of Europe. Attacking forces at Hong Kong, Dieppe. Landings in Sicily, Italy. The invasion of northern France. The invasion of Germany.

The British Commonwealth Air-Training Plan. The establishments for air training in Canada. Participation of R.C.A.F. squadrons in raids on Germany and German-held Europe. R.C.A.F. participations in the Battle of Britain; coastal defence, ferry command, naval air-arm. Canadian airmen in the Mediterranean area, Russia, India, Burma. Protection of Canada's coasts by the navy. The guarding of shipping approaching or leaving Canada's shores. The Battle of the Atlantic. Co-operation with other naval forces.

3. Canada's contribution in food and military supplies. Mutual aid to our Allies.
4. Principal wartime economic controls. The Wartime Prices and Trade Board. Success of the measures taken to prevent inflation.

Recommended for reference: Chapter XVIII, Contemporary Problems or Chapter XXVII, Canada - A Nation, by Chafe and Lower.

SUPPLEMENT, FOLLOWING PART III.

HISTORICAL DEVELOPMENTS, 1945-1950.

A. ESTABLISHING A PERMANENT INTERNATIONAL ORGANIZATION TO MAINTAIN PEACE.

1. The war and peace aims of the nations which were united in the War became definite through decisions reached at conferences, 1941-1945, including:

The Washington Conference at which twenty-six nations were represented, January, 1942, and at which the Declaration of the United Nations was made.

The Crimea Conference (Yalta), February, 1945.

The uncompromising Russian attitude became evident at this time, though there was temporary agreement upon United Nations plans with respect to Germany, Japan and Korea, The Potsdam Conference, July, 1945, Provision for Peace Treaties, occupation of Germany, destruction of nazism, trial of war criminals, reparations, new boundaries for Germany.

- (a) The United Nations Charter, San Francisco Conference, 1945.
- (b) The constituent parts of the United Nations organization. The Security Council, the General Assembly, the International Court of Justice, the Military Staff Committee, the Economic and Social Council and associated groups (F.A.O., UNESCO, I.T.O., etc.), the Trusteeship Council for former mandates and backward areas, the Secretariat. Arrangements for meetings of these bodies. The new U.N. headquarters.
- (c) League of Nations agencies which have been taken over by the United Nations.
- (d) Comparison of the United Nations with the League of Nations to show what weaknesses have been corrected.
- (e) The economic, social, educational, and technical organizations and administrative agencies for co-operation in meeting particular world problems. Examples of their achievements.
- (f) Canada's contribution and leadership. What Canada and Canadians can do to make the United Nations successful.
- (g) Efforts and achievements of the United Nations in:
  - The Indonesian situation, 1947-1950.
  - The Palestine situation, 1947-1950.
  - The India-Pakistan situation, 1948-1950.
  - The Korean situation, 1947-1950; the Korean War.
  - The work of the Atomic Energy Commission.
- (h) The armed forces of the United Nations.
- (i) Present membership of the United Nations.

#### B. THE SOVIET UNION AND THE RUSSIAN SATELLITE COUNTRIES.

1. Recovery from the effects of the War; reconstruction of devastated areas. The current Five-Year Plan. The

character of Russian industry dominated by the policy of military preparedness.

2. The Cominform since 1947; renewed effort to spread Communism throughout the world.
3. Russia's expanding influence in eastern Europe. Communists in control of the governments of Poland, Bulgaria, Hungary, Rumania, Czechoslovakia and Albania. Yugoslavia's bid for independence.
4. Russian policy with respect to Eastern Germany and Berlin.
5. Asiatic countries which Russia has in these years endeavoured to bring or succeeded in bringing within her influence or orbit. Map study.
6. Russia's policy of non-cooperation with western Europe and America.

#### C. THE WESTERN DEMOCRACIES

1. Great Britain.
  - (a) The Labor government, its policies of nationalization and social security; the election of February, 1950; the influence of a strong Conservative opposition.
  - (b) The economic and industrial recovery measures which have been made effective - the Marshall Aid Program, export trade, the dollar shortage, austere living conditions of the British people.
  - (c) Changing Commonwealth and Empire relations - the new Dominions of Pakistan and Ceylon and the new republics of Burma, Eire, and India; the end of the Palestine mandate.
  - (d) Foreign relations - the Western European Union and the North Atlantic Defensive Alliance; the Council of Europe; joint occupation of Western Germany and Austria by Britain, the United States and France. The Berlin crisis and the airlift. The "Cold War" in Europe. British policy in the far east.
2. The United States.
  - (a) Domestic affairs - problems of the change from wartime to peace economy, labor unrest, measures taken by government and by business to curb post-war inflation and to prevent depression. The victory of the Democrats and President Truman in the 1948 election. Efforts to curb un-American activities of communist sympathizers.
  - (b) Foreign relations - European Program (Marshall Plan), the Truman Doctrine which is aimed at combating communism in as many countries as possible, the North Atlantic Defensive Alliance,



- occupation of Japan, occupation of part of Germany, occupation of part of Austria, United States forces in Korea, military assistance program for members of the North Atlantic group of nations, the H-bomb.
- (c) Relationships between the United States and the members of the Pan-American Union - Pan-American conferences since 1945.

3. France.

- (a) The Fourth Republic - the new constitution of 1946.
- (b) Political differences among parties; instability of coalition government.
- (c) Labor unrest.
- (d) Close alliance with Great Britain; the French attitude toward the Ruhr and Saar problems; participation in occupation of Germany.

D. THE FAR EAST.

1. China.

- (a) The course of the civil war and the new People's Republic.
- (b) Chinese representation in the United Nations.

2. Japan.

- (a) General MacArthur's occupation and administration.
- (b) The new Japanese constitution.
- (c) Land reforms.
- (d) The revival of industry and export trade.

3. India and Pakistan.

- (a) The new constitution of the Republic of India.
- (b) The new constitution of the Dominion of Pakistan.
- (c) Problems resulting from this division.
- (d) British Commonwealth relationships in these countries.

4. The measures of political independence which have been achieved by The Philippine Republic, The United States of Indonesia, Indo-China, Burma, and Ceylon.

NOTE: - Classroom Bulletins on Social Studies, which have in previous years been sent to all schools, contain much valuable material on the topics dealt with above, in this Supplement. The particular Bulletins with the topics are:

Classroom Bulletin on Social Studies, No. 9:

The Far East - Postwar Political Problems.  
Self-Government for India.  
United Nations Chart.

Classroom Bulletin on Social Studies, No. 10:

The United Nations, 1946.  
The Paris Peace Conference, 1946.  
The Domestic and Foreign Policy of Soviet Russia.  
The Civil War in China.

Classroom Bulletin on Social Studies, No. 13:

Map Study of the Far East.

Classroom Bulletin on Social Studies, No. 19:

The Western European Union.  
The North Atlantic Treaty.  
Eire Severs Commonwealth Ties.  
International Control of Atomic Energy.

Classroom Bulletin on Social Studies, No. 20:

The North Atlantic Treaty.

Classroom Bulletin on Social Studies, No. 22:

In Germany Today.  
Review of the Far East.  
Titoism.

Classroom Bulletin on Social Studies, No. 23 (September, 1950):

Member Nations of the U.N.  
The Saar Valley.

A substantial amount of the information given in these articles will reappear in Classroom Bulletins to be published shortly. One of these issues will be sent to each school in which there is a Social Studies 3 class. Additional copies may be purchased from the Department of Education, at 10¢ each. Some of the older bulletins are out of print. Only those listed in the Annual List of Publications of the Department of Education may be purchased.

#### IV. CANADA IN THE POST-WAR WORLD

##### A. REVIEW OF CANADIAN CONSTITUTIONAL DEVELOPMENT

1. Crown Colony under Proclamation of George III; the Quebec Act, 1774.
2. Partial self-government in British North American colonies under the Constitutional Act, 1791. This type of government was representative.
3. The Act of Union, 1841, and achievement of responsible government.
4. The British North America Act, 1867, and the extension of the federal plan.

5. The Statute of Westminster, 1931.
6. The Supreme Court Act, 1949, abolishing appeals in civil matters to the British Privy Council.
7. The British North America Act, 1949. This amendment empowers the federal government to amend the constitution of Canada in matters not affecting the provinces.

#### B. COMMONWEALTH RELATIONSHIPS AND FOREIGN POLICY

1. (a) The British Commonwealth of Nations as an example of international co-operation. The interpretation of Dominion status as granted by the Statute of Westminster to the overseas Dominions. Added responsibility goes with nationhood.
  - (b) Canada's full participation, during the War, as a partner in the Commonwealth's effort.
  - (c) Commonwealth Conferences:  
At London, 1948 and 1949 - recognition of the new Status of the Dominions of Pakistan and Ceylon, and that of the Republic of India.  
At Colombo, January, 1950 - Commonwealth relations with the Far Eastern countries, particularly with China.
  - (d) The reduction of the constitutional ties between Canada and Great Britain.
2. (a) Survey of Canada's pre-war foreign policy:  
"No commitments in advance, no assumption of responsibility for world order".
  - (b) Foreign policy during the war, 1939-1945:  
Close co-operation with the United States: proposals for collective security under some form of world league.
  - (c) Foreign relations since 1945: Canada's election to the United Nations Security Council: Canadian-American co-operation in defence: the North Atlantic Treaty; participation in United Nations Korean campaign.

#### C. ECONOMIC PROBLEMS

1. Definitions of free enterprise, free enterprise supplemented and partially regulated by the government, and socialized industry.
2. Canadian trade.
  - (a) The nature and extent of Canada's peace time trade with Britain and other Commonwealth partners.  
(Ottawa Trade Agreements, 1932).

- (b) The nature and extent of Canada's trade with the United States and other countries.
  - (c) Brief survey of past commercial policies (reciprocity, protection, imperial preference, policy of compromise with respect to tariffs).
  - (d) The necessity of freer international trade, modification of protectionist policy, and removal of restrictions on trade in which Canada will have a part. Recent attempts to overcome the unfavorable balance of trade with the United States.
  - (e) Trade and commerce between the parts of Canada.
3. Employment in Canada.
- (a) Unemployment during the depression contrasted with full employment during the war and since.
  - (b) The return to peace time economy of ex-servicemen and women and war workers. New types of employment, need for more skilled workers, need of co-operation between Management and Labor.
  - (c) Extension of areas of settlement, irrigation projects in southern Alberta, developments in the Canadian Northland.
  - (d) Is full employment possible under the present economic and financial system?
  - (e) Plans for equating production and distribution, production and buying power.
4. Financing Canada's war effort.  
Taxation, borrowing, inflation, national debt.  
Proposed changes in monetary policy.

#### D. SOCIAL SECURITY

- 1. Existing social legislation in Canada, provincial and dominion. Examples:  
Workmen's Compensation Acts, Minimum Wage Acts, Unemployment Insurance, Old Age Pensions, Family Allowance and others.
- 2. General Plans for Social Security - advantages and disadvantages. Health Insurance. New Social Legislation.

#### E. PROBLEMS ARISING OUT OF CANADA'S PROXIMITY TO THE UNITED STATES

- 1. Earlier co-operation; the International Joint Commission of 1910.
- 2. Joint co-operative committee established during the War, 1939-1945.

3. Co-operation in defence measures exemplified in northern military exercises (Muskox, 1947; Sweetbriar, 1950), radar stations and installations.

#### F. POLITICAL PROBLEMS

1. Political parties in the federal field: names, leaders, announced politics, numerical strength. The significance of the increasing number of political parties.
2. Canadian unity: factors promoting unity; factors hindering unity.
3. Relations between the Dominions and the Provinces. Dominion-Provincial conferences.
4. The Future of Canadian democracy.  
Effects of emergency controls; orders-in-council in advance of legislation; dangers of centralization of authority in the hands of the executive; need for the development of individual responsibility; need for the growth of enlightened public opinion; leadership, citizenship and loyalty in a democracy.

NOTE: - Classroom Bulletins on Social Studies, which have in previous years been sent to all schools, contain much valuable information on the topics dealt with in the above section. The particular Bulletins dealing with items added in the last revision are:

Classroom Bulletin on Social Studies, No. 13:

Canada and the United Nations.

Classroom Bulletin on Social Studies, No. 20:

The North Atlantic Treaty.

Classroom Bulletin on Social Studies, No. 23:

Recent changes in the Canadian Constitution.

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